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ABSTRACT

An overview of the basic system of education in Turkey from preschool to the university level is included in this booklet. A brief discussion of educational history stresses the significance of the placing of schools under control of the Ministry of Education in 1924 in an effort to promote national integration, and the importance of the adoption of Latin script in 1928 as the written medium of the Turkish language. Emphasis is upon the educational system as a continuously reforming institution attempting to meet the educational needs and to play a more effective role in Turkey's development. Reform is directed toward making education more responsive to the demands of the country's changing economic and social scene. Educational structure, problems, school organization, administration, and financing are discussed for the various levels as well as teacher education. Tables are included on the structure of the educational system, universities, major higher education institutions, and teacher training institutions in Turkey. (SJM)

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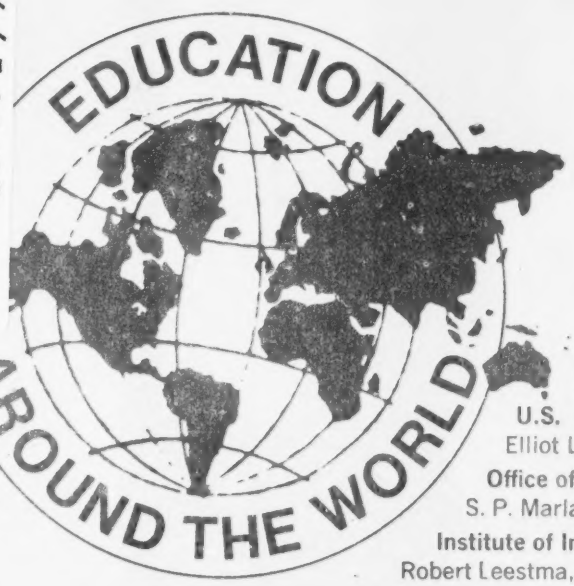

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The Educational System of

TURKEY

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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Office of Education
S. P. Marland, Jr., *Commissioner*
Institute of International Studies
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THE COUNTRY AND THE PEOPLE

Location: Approximately 97 percent lies in Asia at the eastern end of the Mediterranean Sea, and approximately 3 percent in Europe at the southeastern corner of the Balkan peninsula.
Size: 296,184 square miles
Main Subdivisions: 67 provinces, further subdivided into districts and villages
Official Language: Turkish. About 8 percent of the people speak either Kurdish, Arabic, Greek, Armenian, Caucasic languages, Ladino, or Yiddish.
Population: 35 million (estimated 1970)
People: Turks, Kurds, Arabs, Greeks, Armenians, and Jews
Literacy Rate: 55 percent (estimated 1970)
Religion: 98 percent Muslim, 2 percent Jewish and Christian

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THE BASIC SYSTEM

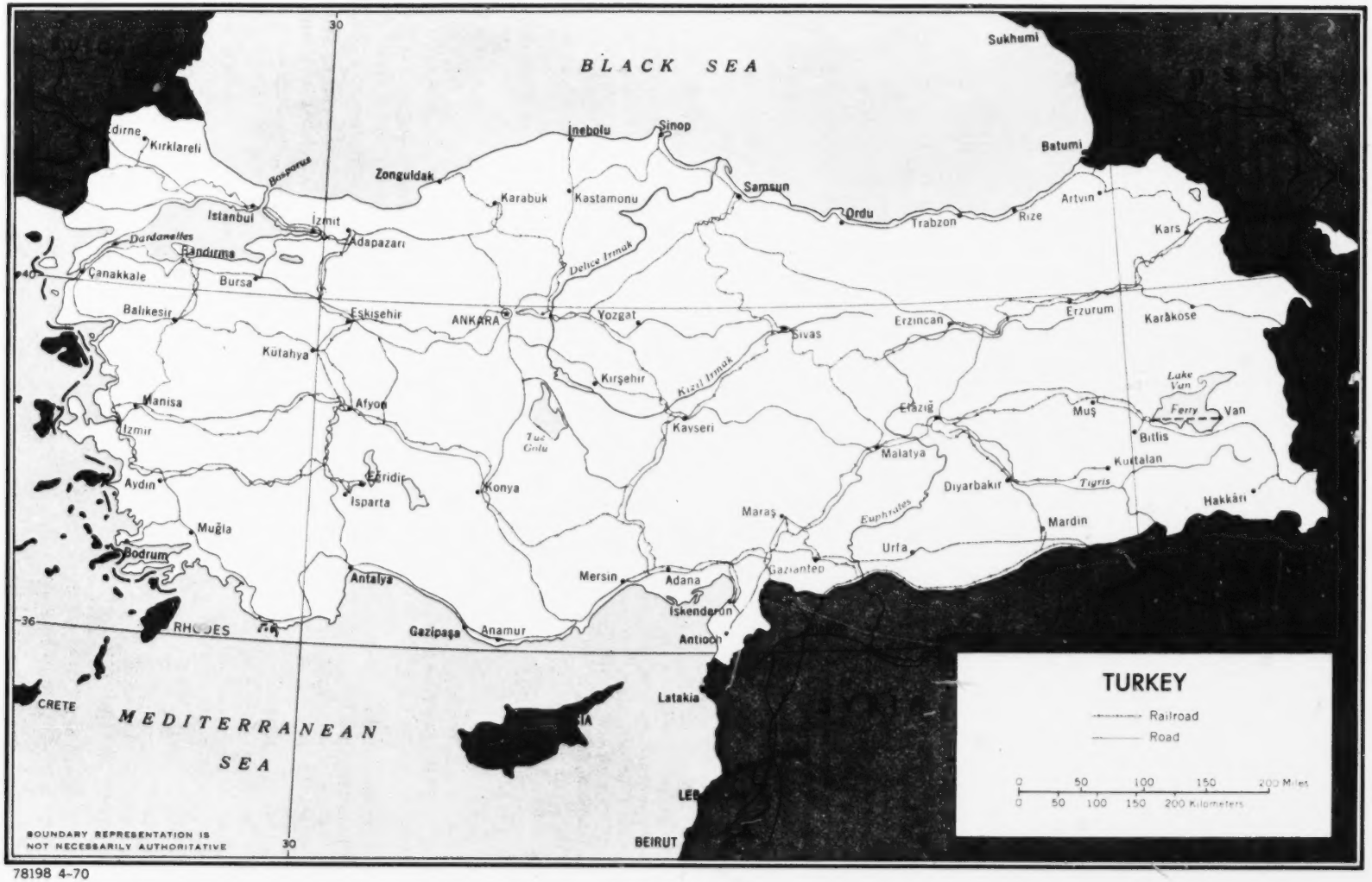
Education has historically been accorded an important and respected place in Turkish society. This has never been more the case than at the present time.

History

Over the centuries a system of schools had developed in Ottoman Turkey that generally included two types: (1) Those which were basically religious, and (2) those established to train Government officials and administrators.

The seeds of a modern educational system were sown in the late 18th century and in the 19th century when the European (particularly French) educational ideas which had been introduced into Turkey were seized upon as the means of modernizing the country. Many of the educational institutions established during this period were based on European models that have served as the foundation of the present system. Evidence of this European influence can be seen in Turkey's present educational system, which dates from the founding of the Turkish Republic (*Turkiye Cumhuriyeti*). Recently, American educational influence has added a new dimension to the development of Turkish education.

Mustafa Kemal Ataturk, founder of the Turkish Republic, like the modernizers of the 19th century believed strongly in the importance of education as a vehicle to create a modern nation based on the Western model. In 1924, in an effort to promote national integration within the newly established Republic, all existing schools were brought under the control of the Ministry of Education. Another significant step, and one of un-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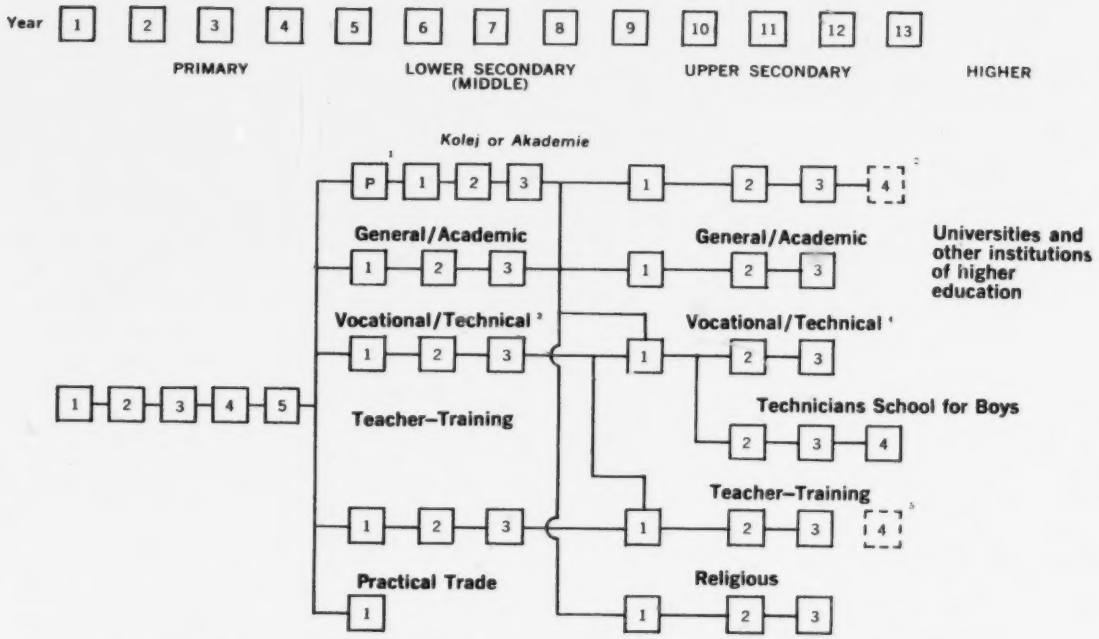
TURKEY: 1970

Structure of the Turkish Educational System



[1] One or 2 years of preparatory language study in cases where the language of instruction is not Turkish.

[2] In some cases there is a 4th year of upper secondary.

[3] Includes agricultural, boys' and girls' technical, commercial, and health schools. Students who complete this program may enter a vocational/technical school or a teacher–training school at the upper secondary level.

[4] Includes agricultural, boys' and girls' technical, commercial, health, hotel and television schools.

[5] A preparatory year is required for those planning to enter a higher normal school.

paralleled psychological dimension in the continuing process of change and development in Turkey, was the adoption of the Latin script in 1928 as the written medium of the Turkish language, replacing the Arabic script which had been used for centuries. The use of the less complicated (and thus more easily learned) Latin script served to promote the spread of literacy to segments of the population which had heretofore been illiterate, and to bring Turkey into closer contact with the West.

In the decades since the establishment of the Turkish Republic, the educational system has been subject to continuous reform in an effort to meet the country's educational needs and to play a more effective and relevant role in its overall development. The intensive review and reform which Turkey is presently undergoing is directed toward making education more responsive to the demands of the country's changing economic and social scene. As the industrialization of Turkey proceeds, so will its need for managers, skilled workers, and people trained in modern science and technology. Guided by the principles of educational reform established by the Strategy and Coordination Commission for National Educational Reform, working groups (reform subcommittees) have prepared draft proposals calling for reorganization of the elementary/secondary program and for reform at the university level.[1] New higher education institutions are also being planned which will meet the country's immediate and projected manpower needs as determined by the State Planning Organization.

Structure

The current Turkish educational system, administered centrally under the Ministry of Education, consists of a 5-year primary cycle and a secondary

[1] See *Strategy and Method in Educational Reform.* Strategy and Coordination Commission for National Education Reform. Ankara, June 1971. Also, *Reform Subcommittees: A Summary Report of their Activities and Terms of Reference.* Ankara: Ministry of Education, 1971.

Table 1.—Enrollment by level and/or type of school: Primary and secondary levels, 1970–71 [1]; higher education level, 1968–69 [2]

Primary	4,992,112
Secondary	
Middle school	780,638
Lise	231,514
Normal school	64,948
Technical and vocational schools for boys	50,622
Technical and vocational schools for girls	33,375
Trade and tourism schools	26,489
Total	1,187,586
Higher education	
Universities	67,764
Teacher-training institutions	5,244
Other	70,271
Total	143,279

[1] Source figures for 1970–71 are from *Report on the Development of Education During the 1970–1971 School Year*. Presented to the 33d Session of the International Conference on Education. Ankara: Ministry of Education, 1971. (Does not list enrollment statistics for higher education.)

[2] Figures for 1968–69 are from *UNESCO Statistical Yearbook, 1970*.

cycle that is generally 6 years in length (3 years of middle (*orta*) school, and 3 years of upper secondary school), but which may be 5 or 7 years depending on the school and the program of studies. The secondary cycle includes specialized vocational/technical, teacher-training, professional, and theological programs in addition to the standard academic course of study. Higher education is offered in a variety of universities and higher institutes. The length of the course varies with the type of program. Preprimary schools, open to children aged 4 to 6, are available in the urban areas and are generally private. These institutions are financed by the individual or organization sponsoring them, principally through fees. They are authorized and inspected by the Ministry of Education, which has established regulations regarding their operation. The State provides special schools for children who are physically handicapped or have special learning problems.

Turkish schools may be either public (state) or private. Public education is free at every level but private schools usually charge fees to meet expenses. Private schools are generally of three types: (1) Schools for Turkish nationals, (2) schools for Turkish minority groups (primarily Armenian, Greek, and Jewish), and (3) foreign schools for both foreign and Turkish students. The private schools for Turkish nationals are required to follow the regulations and curriculums established for state schools. Foreign and minority schools are allowed to establish their own regulations and curriculums, but these must be approved by the Ministry of Education.

In addition to those schools sponsored by the Ministry of Education, special schools and training programs (generally at the secondary and higher levels) have been established by certain other ministries (Agriculture, Defense, and Health) to meet their own personnel needs.

Because the urban/rural educational dichotomy presents a particular problem in Turkey, the Government is trying to make educational opportunities, at least at the primary level, available to all of the rural population.[2] To provide education to children from villages too small to warrant the establishment of separate schools, centrally located primary and secondary boarding schools have been established.

Illiteracy among adults is receiving attention through special adult programs, which include basic literacy training and vocational training (agricultural courses in rural areas and arts and crafts in urban areas), set up by the Ministry of Education's General Directorate of Adult Education. Additional basic literacy and adult education programs have been established by various other ministries and by voluntary societies.

Language of Instruction

Turkish is the official language of instruction in all public (state) schools and the required language of instruction in all primary schools. At all levels, subjects concerning Turkish language and culture must be taught in the Turkish language by Turkish nationals.

With the exception of those subjects which must be taught in Turkish, each foreign or minority school uses its particular language as the language of instruction.

Turkish is also the medium of instruction at the higher education institutions except the Middle East Technical University where the language is officially English, although many of the courses are taught in Turkish. Latest information indicates that the University of the Bosphorus (formerly Robert College) will continue to use English.

[2] Approximately 70 percent of Turkey's population is rural.

Grading System

The Turkish grading system at the primary level is based on a 1 to 5 scale with 3 as the passing mark. At the middle and upper secondary levels it is based on a range of 1 to 10 with 5 as the passing mark, with the exception of Robert Academy which uses a scale of 0 to 100, with 60 as the passing mark. Grading systems at the higher institutions vary, including letter-grading systems as well as scales of 0 to 100, with 50 as the passing grade, and 0 to 10, with 5 as the passing mark.

Academic Calendar

The academic year generally begins in late September or early October and extends through May or early June, with some variation between urban and rural areas. It is divided into two administrative sessions at both the primary and secondary levels. A morning and an afternoon session make up the school day except in those schools where overcrowded conditions make a split shift necessary. School is in session 5½ days a week, with Saturday afternoons and Sundays as weekly holidays.

Institutions of higher education usually organize the academic year into two semesters, the first extending from October or November through January, and the second from March through June or July.

Legal Basis

The legal basis [3] for a uniform system of education was established in 1924 when all schools were placed under the control of the Ministry of Education. The Government's commitment to centralized control of education was reemphasized in Law No. 789 of 1926 which defined the principles of educational organization and required Ministry of Education authorization for opening and operating all educational institutions. The Constitutional Law of 1924 proclaimed that primary education was to be compulsory for all Turkish citizens and free in all state schools. The principle of free compulsory primary education was restated in the 1961 Constitution.

Primary education had received specific attention in the Provisional Law on Primary Education of 1913 (which set forth the principles on which primary education was to be organized), and in the Regulations of 1915, 1926, and 1929 (which established the principles governing the activities of primary schools and defined the aims of primary education). Law No. 822 of 1920 stipulated that secondary education was to be provided free in state schools, and Law No. 2765 of 1933 stipulated that all technical and vocational schools were to be attached to the Ministry of Education.

Law No. 4936 of 1946, which established the legal status and autonomy of the universities, also played a role in shaping Turkish education. Universities and other institutions of higher education not granted full legal autonomy under Law No. 4936 operate under other specific legislation.

Administration

Education at all levels, except in autonomous universities and in schools under the sponsorship of ministries other than the Ministry of Education, is organized and administered centrally under the Ministry of Education which exercises supervision and control over all schools, including private and religious. Regulations governing the operation of all schools and the curriculums they follow are determined by the Ministry, which must approve all textbooks and teaching materials. The Ministry of Education must also approve the curriculums of schools and educational programs established by other ministries.

The Minister of Education is assisted by the Under Secretary for Public Education, the Under Secretary for Technical and Vocational Education, and the National Council of Education, which serves as an advisory body on such matters as school timetables and curriculums. Responsibility for cultural affairs has been transferred to the recently created Ministry of Culture.

At the provincial level, the administrative officer is the Director of Education. He is appointed by the Minister of Education and is attached to the Office of the Provincial Governor.

Educational planning is the responsibility of both the Ministry of Education and the State Planning Organization.

Financing

Public education at all levels receives its major support from the central government which is responsible for all educational expenses from the building of schools to the paying of teachers' salaries. Primary education, however, does receive some local support, chiefly for the construction and maintenance of schools. Private schools are

[3] All Turkish legislation, including education legislation, appears in *Dustur* (collection of laws). Published on an annual basis by the Turkish Government, this collection contains all the laws passed during the preceding year.

financed through fees, income from property and investments, and gifts and donations. They also receive some state assistance. Universities, supported in large part by the state, also have various sources of income, including fees, gifts, and income from university property and investments. Specialized institutions of higher education are supported by the sponsoring ministries.

In 1968, a total of 3.895 billion Turkish lira was budgeted for education (15 Turkish lira = $1). This amounted to approximately 3.4 percent of the Gross National Product, and 20.2 percent of total Government expenditure.[4] According to the Second Five-Year Development Plan (1968-72), educational and health expenditures were expected to be increased by another 13 percent.

International and regional organizations provide some financial assistance to Turkey's educational development. In 1956 the Government of Turkey, in cooperation with the United Nations and UNESCO, established the Middle East Technical University. The U. S. Agency for International Development (AID) has also provided assistance to almost all areas of educational development in Turkey, including adult education, business and public administration education, the development of instructional materials, educational research and planning, English language training, higher education, literacy training, school construction, and vocational and technical education.[5]

PRIMARY EDUCATION

Primary education, free in all state schools, usually begins when a child reaches age 6. The primary cycle consists of a 3-year lower stage and a 2-year upper stage, with attendance compulsory until a child either completes the 5-year program or becomes 14. All state primary schools are coeducational. Children may attend either public or private schools and parents are responsible for their children's attendance where schools are available. Educational facilities are much more limited in rural areas, particularly the eastern provinces, than in urban areas.

The aims of primary education are to promote the harmonious development of children, provide them with useful knowledge, and prepare them for secondary education. The curriculum currently in use was introduced in 1968-69 and is geared to instilling a sense of Turkish nationality, with much attention paid to the Turkish language and other national symbols. It includes art, civics, domestic science, drawing and manual work, geography, history, mathematics, music, natural science, physical education, study of the environment, and Turkish language. In addition, some rural schools offer agricultural subjects. Religious instruction is provided to students at the option of their parents.

Children generally attend class for 32 hours per week, with some variation between urban and rural schools. Promotion for the first 4 years is based on attendance and on receiving passing grades from the teachers. At the end of the 5th year, pupils must sit for a primary school leaving examination. In order to pass, a student must receive a grade of at least 4 (on a 5 to 1 scale) in Turkish language, and at least 3 in all other subjects. Those who are successful receive the primary school-leaving certificate (*ilkokul diplomasi*) permitting them to enter the secondary level.

In 1969 approximately 92.2 per cent of all primary school-age children (6 through 11 years of age) were attending school.

SECONDARY EDUCATION

The purposes of secondary education in Turkey are to provide students with a common general culture and civic education which will fit them to function as individuals and as members of society, and to prepare them for various professions and functions or for higher education. In order to achieve these goals, the secondary cycle is divided into a lower and an upper level, and is offered in general/academic, vocational/technical, professional, religious, and teacher-training institutions (discussed under Teacher Education). The primary school completion certificate is required for entrance into any type of secondary school.

In 1969, 31.7 percent of all children 12 through 14 years of age were attending lower secondary school, and 16.1 percent of those 15 through 17 years were attending upper secondary. Of the total number receiving secondary education, approximately 4 percent were attending private schools.

General/Academic

Lower secondary (middle) school.—Following primary education, the 3-year middle school (*ortaokul*) program forms the transitional stage, leading into the upper secondary level. Middle

[4] *UNESCO Statistical Yearbook, 1970.*

[5] A list of AID's education projects in Turkey appears in: E. Frank Price. *A.I.D. Educational Assistance to Turkey.* (Mimeograph) July 1970.

schools are coeducational and free in state schools. Pupils attend class 32 hours per week, following a curriculum which includes agriculture or commerce, chemistry, civics, design and manual work, foreign language, geography, history, mathematics, music, natural science, physical education, physics, religion (optional), and Turkish language and literature.

Promotion from year to year is based on passing periodic tests and the final examinations at the end of the academic year. Those who pass the examination at the end of the 3d year receive the middle school diploma (*ortaokulu bitirme diplomasi*).

Upper secondary school (lise).—Upper secondary education is offered in a *lise* (also called *koleį* or *akademi*) which, in the case of a state school, is free and coeducational. In most cases students are admitted to a *lise* on the basis of the middle school diploma; however, certain private and specialized ones do require their applicants to take competitive entrance examinations. The 3-year program of study is a continuation of the middle school and prepares students for the universities. The 1st-year curriculum includes chemistry, foreign language, geography, history, mathematics, national defense, natural science, physics, Turkish language and literature, and optional subjects such as art, music, and a second foreign language. In the 2d year, students elect to follow either the science or the literature branch. The former emphasizes chemistry, mathematics, natural science, and physics, and prepares students for science or engineering at the universities. The latter is geared to literature, the humanities, and the social sciences; here art, foreign language, geography, history, logic, philosophy, sociology, and Turkish language and literature receive more attention.

Students attend class for 32 hours per week, and are promoted on the basis of satisfactory work during the year and passing final examinations. Those who successfully complete the *lise* receive the state *lise* diploma (*lise bitirme diplomasi*). Issued by the Ministry of Education, this diploma is usually required for admission to the universities.

In addition to the regular 3-year *lise*, some schools offer a 4-year program of study. The Turkish Government, however, recognizes no difference between the 3- and 4-year *lise*.

Pupils planning to continue their higher studies abroad may attend foreign secondary schools where the language of instruction, except in the study of Turkish language, literature, and social studies, is the language of the particular foreign country. Most of these schools require 1 or 2 preparatory years of specialized language training before pupils can proceed to the regular 6- (or 7-) year secondary program.

Vocational/Technical

Lower secondary schools.—Vocational education on the lower secondary level is offered in agricultural, boys' and girls' technical, commercial, health, and teacher-training schools. These schools admit pupils who have completed the primary program to a 3-year course of study which is intended to provide them with a marketable skill or to enable them to continue their education at the upper secondary level. The curriculum is similar to that followed by the general middle schools, with the addition of a certain number of required hours of practical training. Those who complete this cycle may continue their education in an upper secondary vocational / technical, professional, or teacher-training school. It is very rare for a graduate of a vocational/technical middle school to continue his education in a *lise*. Plans are presently underway to convert all lower secondary vocational/technical schools, with the exception of agricultural and health schools, to general middle schools.

Practical trade schools were established in 1969 to meet the country's immediate need for skilled workers. They provide students who have completed their primary education with the minimum basic skills necessary to hold a job in any one of the following fields: Auto mechanics, fitting, radio repair, toolmaking, turning, and welding. The curriculum is organized according to the specialized skills, with 80 percent of the time devoted to practical training. After his training has been completed in one skill, a student may proceed to others or may join the work force.

Upper secondary schools.—Upper secondary vocational schools admit students who have completed a middle vocational or general school. The course of study may be 2, 3, or 4 years in length, depending on the type of program, and is intended to prepare students to join the work force. Schools of this type include agricultural, commercial, health, teacher-training, theological, and vocational/technical institutions as well as professional schools specializing in hotel services and tourism. Completion of most of these programs gives access to higher level institutions where students may continue in their field of specializa-

tion.[6] Students who complete commercial, theological, and vocational/technical secondary schools may also enter teacher-training institutions. (See section on Teacher Education.)

TEACHER EDUCATION

Primary School Teachers

Primary school teachers are trained in secondary-level normal schools. Those designed to prepare village primary school teachers admit students who have completed their primary education to a 6-year program of study, and are generally boarding schools; those designed to prepare urban primary teachers admit students who have completed the middle or lower secondary cycle to a 3-year program. In the 6-year program (for future village teachers), the curriculum of the first 3 years is similar to that offered in the standard middle schools; and the curriculum of the second 3 years includes both general education and professional training. In the 3-year program (for future urban teachers) the curriculum also consists of general education and professional training. Upon completing either program, students are awarded diplomas and are eligible to enter teacher-training institutions for middle school teachers or commercial teacher-training schools; or after completing an additional year of study, they may enter higher normal schools.

Middle School Teachers

Teachers for middle schools must complete a 3-year teacher-training course open to graduates of a *lise* or secondary-level teacher-training normal school. The program of studies includes specialization in art and handicrafts, foreign language, history, literature, mathematics, music, physical education, science, and social science, along with educational subjects. Diplomas are granted to those who successfully complete the program.

Upper Secondary School (*Lise*) Teachers

Lise teachers receive their education in either the universities or in 4-year higher normal schools established for this purpose. These schools, which also prepare teachers for the secondary-level teacher-training schools, are open to those who have received their secondary school-leaving certificate. Students who have completed a secondary-level teacher-training school may be admitted after completion of a year of preparatory studies. During the 4-year program students receive professional training at the normal school while following a regular course of study at a university which includes agriculture, foreign language, history/geography, literature, mathematics/physics, natural science, and philosophy.

Vocational/Technical Teachers

Teachers for secondary-level technical and vocational schools are trained in men's and women's technical higher teacher-training schools. Students who have completed a secondary vocational/technical school are accepted into programs which are generally 4 years in length, with specialization in the subject they wish to teach.

Commercial teacher-training schools admit those who have completed their secondary education at either a *lise*, a commercial secondary school, or a secondary-level teacher-training school. They complete a 4-year program specializing in commercial subjects.

Teachers for religious secondary schools (*Imam Hatip* schools) or teachers of religion in other secondary schools are trained at the Higher Islamic Institutes which are open to students who have completed a *lise* or a religious secondary school.

HIGHER EDUCATION

Enrollments

Approximately 6 percent of those individuals between the ages of 18 and 21 were attending an institution of higher education in 1969.

Universities

The recent establishment of the University of the Bosphorus has brought the number of Turkey's universities to nine. All organized or established since the founding of the Republic in 1923, these universities vary in type and administrative structure. The University of Istanbul was reorganized in 1924, and again in 1933, from an institution whose origins date back to 1453. Then followed the founding of the Technical University of Istanbul in 1944, the University of Ankara in 1946, Aegean University in 1955, Middle East Technical University in 1956, Ataturk University

[6] James S. Frey lists the following as terminal secondary schools: Agricultural; applied forestation; "cutting out" specialization; finance vocational; hotelkeepers'; land register and road building; meteorology vocational; post, telegraph, and telephone vocational; state railways vocational; and veterinary. (In: *Turkey: A Study of the Educational System of Turkey and Guide to the Academic Placement of Students from Turkey in United States Educational Institutions*. Washington, D.C., 1971. (Manuscript))

Table 2.—Universities of Turkey, with location and faculties: 1970–71

University	*Location*	*Faculties*
Aegean University (*Ege Üniversitesi*)	Izmir	Agriculture, Economics and Commercial Sciences, Medicine, and Science
University of Ankara (*Ankara Üniversitesi*)	Ankara	Agriculture, Education, Languages and History/Geography, Law, Medicine, Pharmacy, Political Science, Science, Veterinary Medicine, and Theology
Ataturk University (*Atatürk Üniversitesi*)	Erzurum	Agriculture, Letters and Science, and Medicine
University of the Bosphorus (*Bosphorus Üniversitesi*) [1]	Istanbul	Administrative Sciences, Arts and Sciences, and Engineering
Hacettepe University (*Hacettepe Üniversitesi*)	Ankara	Graduate Studies, Health Sciences, Medicine, Science and Engineering, and Social and Administrative Sciences (A Faculty of Agriculture is planned.)
University of Istanbul (*İstanbul Üniversitesi*)	Istanbul	Business Administration, Chemistry, Dentistry, Economics, Forestry, Law, Letters, Medicine, Pharmacy, and Sciences
Middle East Technical University (*Orta Doğu Teknik Üniversitesi*)	Ankara	Administrative Science, Architecture, Arts and Sciences, and Engineering
Technical University of the Black Sea (*Karadeniz Teknik Üniversitesi*)	Trabzon	Civil Engineering and Architecture, and Science
Technical University of Istanbul (*İstanbul Teknik Üniversitesi*)	Istanbul	Architecture, Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering, Mining Engineering, and School of Technology

[1] As of September 1971.

in 1958, Black Sea Technical University in 1963, and Hacettepe University in 1967. In September 1971, Robert College (an American institution founded in 1863) was reorganized as a Turkish national university and renamed the University of the Bosphorus. It is operating during a 3-year transitional period under special legislation and Law No. 4936. With the exception of Ataturk University and the Technical University of the Black Sea, which come under the direct authority of the Ministry of Education, Turkey's universities operate as administratively autonomous institutions under Law No. 4936 or other specific legislation.

Organization.—Turkey's universities have been strongly influenced in organization by those of Europe (particularly France and Germany) and the United States. They are organized into faculties, and in most cases are administered by a rector, a senate, and a university council. Many faculties have specialized institutes and higher schools attached to them. Middle East Technical University and Hacettepe University are organized along American lines, the former headed by a board of trustees and the latter by a president.

Admission requirements.— Universities admit students who have completed a *lise* and who hold

Table 3.—Major higher education institutions other than universities, by field of study and type of institution: 1967–68

Type of institution	*Turkish name*	*Location*
	ECONOMICS AND COMMERCE	
Academy of Economics and Commerce	*İktisadî ve Ticarî İlimler Akademisi*	Ankara
	İktisadî ve Ticarî İlimler Akademisi	Eskişehir
	İktisadî ve Ticarî İlimler Akademisi	Istanbul
	İktisadî ve Ticarî İlimler Akademisi	Izmir
College of Economics and Commerce	*Özel Ankara Iktisadî ve Ticarî Ilimler Yüksek Okulu*	Ankara
	Özel Yüksek Iktisat ve Ticaret Okulu	Ankara
	Galatasaray Özel Yüksek Iktisat ve Ticaret Okulu	Istanbul
	Özel Iktisadî ve Ticarî Ilimler Yüksek Okulu	Istanbul
	Özel Iktisadî ve Ticarî Bilimler Yüksek Okulu	Istanbul
	Özel Iktisadî ve Ticarî Ilimler Yüksek Okulu	Izmir
	FINE AND APPLIED ARTS	
School of Applied Arts	*Tatbikî Güzel Sanatlar Yüksek Okulu*	Istanbul
Academy of Fine Arts	*Güzel Sanatlar Akademisi*	Istanbul
	MUSIC	
State Conservatory	*Devlet Konservatuvari*	Ankara
	Devlet Konservatuvari	Istanbul
	Devlet Konservatuvari	Izmir
	RELIGION	
Institute of Islamic Studies	*Yüksek İslâm Entitüsü*	Istanbul
	Yüksek İslâm Entitüsü	Konya

Table 3.—(Continued)

Type of institution	*Turkish name*	*Location*
	TEACHER TRAINING	
Commercial Teacher-Training College	*Ticaret Yüksek Öğretmen Okulu*	Ankara
Educational Health Institute	*Gevher Nesibe-Sağlik Eğitim Enstitüsü*	Ankara
Teacher-Training College	*Yüksek Öğretmen Okulu*	Ankara and
	Yüksek Öğretmen Okulu	Istanbul
Teacher-Training Institutions	*Eğitim Enstitüsü*	Baca-Izmir
	Eğitim Enstitüsü	Bursa
	Eğitim Enstitüsü	Capa-Istanbul
	Eğitim Enstitüsü	Diyarbakir
	Eğitim Enstitüsü	Erzurum
	Eğitim Enstitüsü	Samsun
	Eğitim Enstitüsü	Trabzon
	Gazi Eğitim Enstitüsü	Ankara
	Necati Eğitim Enstitüsü	Balikesir
	Selçuk Eğitim Enstitüsü	Konya
Technical Teacher-Training College (for men)	*Erkek Teknik Yüksek Öğretmen Okulu*	Ankara
Technical Teacher-Training College (for women)	*Kiz Teknik Yüksek Öğretmen Okulu*	Ankara
Technical Teacher-Training College (for men)	*Erkek Teknik Öğretmen Okulu*	Istanbul
	TECHNOLOGY	
Aegean School of Engineering and Architecture	*Ege Özel Mimarlik ve Mühendislik Yüksek Okulu*	Izmir
College of Civil Engineering and Architecture	*Özel Mühendislik ve Mimarlik Yüksek Okulu*	Istanbul
Engineering College	*İstanbul Yüksek Teknik Okulu*	Istanbul

Table 3.--(Continued)

Type of institution	*Turkish name*	*Location*
	OTHER	
Academy of Social Service	*Sosyal Hizmetler Akademisi*	Ankara
College of Health Administration	*Sağlik Idaresi Yüksek Okulu*	Ankara
College of Nursing	*Florans Nightingale Yüksek Hemşire Okulu*	Sisli-Istanbul
Merchant Marine College (under the jurisdiction of the Ministry of Transport)	*Yüksek Denizcilik Okulu*	Istanbul

a state *lise* diploma or a diploma or certificate recognized as its equal by the Turkish Ministry of Education. According to recent information, graduates of religious and commercial upper secondary schools may now be considered for admission to the universities after passing special *lise* equivalency examinations. In addition, the Middle East Technical University has opened its entrance examination to graduates of agriculture and trade secondary schools as well. Students seeking admission to the universities are also required to take entrance examinations. A Ministry of Education-sponsored national entrance examination is used by all universities except the Middle East Technical University, which administers its own.

Program requirements.—Programs of study generally consist of a fixed required sequence of courses determined by each faculty. Some faculties provide electives as well. Class lecture is the principal method of instruction, with some practical and laboratory work required depending on the course of study. Independent research leading to a thesis is also necessary in some faculties, generally at the graduate level. Promotion from one semester to the next depends upon completing the required courses and passing the examinations. Regulations concerning class attendance and examinations are usually determined by each faculty. Hacettepe and Middle East Technical Universities have adopted credit-hour systems similar to those used in the United States.

Diploma and degree programs.—The license (*lisans*) diploma in most faculties is granted after 4 years of study. In the faculties of architecture, engineering, and veterinary medicine this degree usually requires 5 years. Aegean and Ankara Universities offer 5-year programs leading to a license in agriculture, as do Ankara and Hacettepe Universities for a license in pharmacy. The doctor of dentistry and of medicine degrees require 6 years of study except at Hacettepe University, where the latter requires 7 years. Five-year higher license (*yüksek lisans*) degrees are offered by Ankara University in the Faculty of Science and by Hacettepe University in the Faculties of Health Sciences, Science and Engineering, and Administrative Sciences. The latter institution also offers a 6-year program leading to an engineering diploma (Mühendislik diplomasi) in the Faculty of Science and Engineering. Both Hacettepe and Middle East Technical Universities award master's degrees requiring 1 to 3 years of study beyond the license, as did Robert College. The doctor's degree (*doktora*) generally requires 2 to 3 years beyond the license or beyond the master's degree, where the latter is offered.

Other Higher Education Institutions

In addition to the universities, a number of other higher education institutions operate under the control of the Ministry of Education or other ministries, and offer various specialized programs.

Admission requirements.—Admission to specialized institutions of higher education is also based on completion of the upper secondary level, and,

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in some cases, competitive entrance examinations. Most of these institutions accept graduates of secondary vocational/technical and professional schools if the secondary program they completed is appropriate to the program of study they wish to follow at the higher level. The program of study varies from 2 to 5 years in length, depending upon the type of course, and diplomas are awarded to those who successfully complete them.

Program requirements.— The schools of fine and applied arts offer programs in architecture, sculpture, painting, and interior decorating which may last from 3 to 5 years. A 4-year program of study leading to the license degree is offered by the academies of economics and commerce, with an additional 2 to 3 years of study leading to the doctor's degree. In addition to these academies, there are a number of colleges of economics and commerce, many of which are private, that offer 4-year programs of specialized study. The Islamic institutes are open to students who have completed religious secondary schools. Their 4-year programs prepare the country's religious leaders as well as train teachers for secondary religious schools. Schools of architecture and engineering offer programs which are generally for 4 years (in some cases, 5 years for evening students). The Istanbul Engineering College also offers a master of science degree following a total of 5 to 6 years of study.

SELECTED GLOSSARY

Turkish	*English*
Anaokulu	Nursery school
Doktora	Doctor's degree
Eğitim enstitüsü	Teacher-training institute. The 3-year program prepares middle school teachers.
Erkek sanat ortaokulu	Boy's middle trade school
Erkek teknik yüksek öğretmen okulu	Men's technical teacher-training college (generally a 4-year program)
Fakültesi	Faculty of a university
Hazirlik	Special preparatory language training program offered to students before they enter a secondary school whose language of instruction is not Turkish
Ilkokul	Primary school (grades 1 to 5)
Ilkokul diplomasi	Diploma awarded at the completion of the primary cycle
Imam-hatip	Secondary-level theological schools
Kiz enstitüsü	Upper secondary girls' vocational institute
Kiz sanat ortaokulu	Girls' middle trade school
Kiz teknik yüksek öğretmen okulu	Women's technical teacher-training college (generally a 4-year program)
Kolej	Secondary-level school, usually private or foreign
Lisans	(License) higher education degree, usually requiring 4 years of study
Lise	Upper secondary general/academic school (grades 9 to 11)
Lise bitirme diplomasi	Diploma awarded upon completion of the *lise*
Öğretmen okulu	Upper secondary-level teacher-training school
Öğretmen ortaokulu	Middle-level teacher-training school
Ortaokul	Middle school (grades 6 to 8)
Ortaokulu bitirme diplomasi	Diploma awarded upon completion of middle school
Sağlik okullari	Public health schools
Sanat enstitüsü	Upper secondary-level boys' trade schools
Tarim okullari	Agricultural secondary schools
Ticaret lise	Upper secondary commercial schools
Ticaret ortaokulu	Lower secondary commercial schools
Ticaret ve turizm yüksek öğretmen okulu	Training college for teachers
Yüksek lisans	High license (generally requiring one year of study longer than the *lisans*)
Yüksek mimar mühendis	High architectural engineering degree
Yüksek mühendislik	High engineering degree
Yüksek öğretmen okulu	Teacher-training college. Four-year program prepares teachers for the *lises*.

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